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ABSTRACT

This paper lists interest and work value inventories which are of proven or potential use in vocational counseling. Each entry includes information about item and response types, for whom it is intended, the kinds of scales and scores employed, and whether interpretation materials are available. The list represents those which are known to be published for general use. A number are very old and of mainly historical interest; some new ones have limited use at present. A few are embedded in guidance test programs and would not be otherwise recognized. (Author)

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AN INVENTORY OF INTEREST AND WORK VALUE INVENTORIES

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MEP 74.017

A SURVEY OF THE USE OF CAREER INTERESTED INVENTORIES IN SCHOOLS AND RELATED AGENCIES

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February, 1974

Following is a list of interest and work value inventories which are of proven or potential use in vocational counseling. Each entry includes information about item and response types, for whom it is intended, the kinds of scales and scores employed, and whether interpretation materials are available. The list represents those which are known to be published for general use. A number are very old and of mainly historical interest; some new ones have limited use at present. A few are embedded in guidance test programs and would not be otherwise recognized.

ACT Vocational Interest Profile

Author not identified.

1972 edition, published as a part of the Career Planning Program by American College Testing Program.

80 items reflecting traditional activity interests to which inventory taker responds in a five-point like-dislike scale.

Intended for high school seniors expecting to attend 2 year colleges in terminal or transfer programs. Readability for whole program is grade 8-9; time for Interest Profile approximately 15 minutes.

Computer scored. Yields T-scores on 8 type-of-interest scales (e.g., Trades, Health, Business Contact, etc.). Variety of norms available: men and women, or total, of all tested, those in several program clusters or areas of study. Reported on a profile including all data from the Program, accompanied by an extensive interpretive booklet.

California Occupational Preference Survey

R. R. Knapp, B. Grant, and G. D. Demos

Published 1966, revised 1970, by Educational and Industrial Testing Service.

168 items describing activities performed in various occupations, to which taker responds through 5 degrees of like to dislike.

Apparently aimed at high school and older population. Readability not given; can be taken in 20 - 30 minutes and self scored in 15 minutes.

Self or machine scorable. Yields 14 scores on seven occupational dimensions (Science, Linguistic, Service, etc.) at the professional and skilled levels. Percentile norms for male and female high school and college levels. Self interpretation guide available.

A color film strip and cassette tape recording also available for self administration and interpretation.

Comparative Interest Index

No authors given.

Published 1969 as a part of the Comparative Guidance and Placement Program, by College Entrance Examination Board.

Developed from the College Interest Inventory of John French. 176 items containing various activities which the taker marks like or dislike.

Appropriate for beginning junior college students. Requires approximately 30 minutes. Scored only by Educational Testing Service. Yields raw scores on 11 type-of-interest (e.g., Physical Science, Secretarial, Business) scales. Profiles on all scales available for a number of junior college areas of study; separately for men and women.

DAT Career Planning Questionnaire

No author given.

Published 1973 as part of the DAT Career Planning Program by The Psychological Corporation.

Items are 92 school subjects in 18 groups and 100 occupations in 20 groups. Taker checks items he or she "would like" first individually, then as groups.

The Program, of which The Questionnaire is a part, is usually given to junior and/or senior high school students. Time required is probably not more than 15 minutes.

Machine scored only. Interest inventory responses are not scored as scales. A report recapitulates best liked subjects and whether the student's choices of occupational groups are consistent with the aptitudes pattern required for each. These data are presented in an individualized narrative computer generated report, accompanying the profile of DAT results.

Geist Picture Interest Inventory (1964 Revision)

H. Geist

1964, Western Psychological Services

132 drawings of workers organized into triads from which the respondent selects the most liked. Different sets for men and for women.

Appropriate for grade 8 to adult. 40 - 65 minutes.

Hand scorable. Yields same scales as Kuder Preference Record, Form C plus Dramatic, plus 8 motivational scales (e.g. Family, Prestige, Financial, etc.). Reports T scores for norm groups of grade 8 - 12 students, and other varied groups.

Gordon Occupational Check List (Revised Edition)

L. V. Gordon

1967, Harcourt, Brace, Jovanovich.

240 activities which are performed in many jobs (e.g., make or alter clothing, work behind a soda fountain, etc.) in which respondent checks those he would like to do as a full time job, and double check those he would like to do "the very most". Also answers several job relevant free response items.

Intended for non-college bound as young as 8th grade. Requires 20 - 25 minutes.

Not scored, not interpreted. Is considered a means to assure that persons have considered a wide range of possibilities and a means to communicate their preferences to a counselor. Items are keyed to 5 areas (Outdoor, Art, Business, Technology, Service) and frequencies can be recorded for each. No norms.

Hackman-Gaither Vocational Interest Inventory

R. B. Hackman & J. W. Gaither

1962-68, Psychological Service Center of Philadelphia.

320 items selected from The Dictionary of Occupational Titles; respondent answers positive or negative to each.

Intended for grade 9 to adult; 25 - 30 minutes to take.

Hand scorable. Yields positive, negative, and total scores in 40 items scales for each of 8 areas (e.g., business contact, service, outdoor, etc.).

Norms only for total scores on Grades 11 and 12. A Curricular Comparison Chart permits the taker to compare his profile with mean score profiles for various groups (e.g., nursing, art, carpentry, etc.).

Hall Occupational Orientation Inventory (2nd ed.)
L. G. Hall, R. B. Tarrier, & D. L. Shappell
Published 1972 by Follett Educational Corporation.
220 items reflecting job content, worker traits, psychological needs and value fulfillment; taker responds with one of 5 degrees from desirable to undesirable.
Age 14 to adult, usual time and reading difficulty not given.
Hand scored. Yields stanine scores in 21 value orientations (e.g., Security, Esteem, Data Orientation) and 1 validating (Defensiveness). Same norms for men and women, all ages. Profile contained in a booklet with some preliminary exercises, plus extensive interpretive material. Author encourages interpretation at the item level as well as scale level.
1968 edition has more items per scale and separate norms for high school, college, and adults.

Inventory of Religious Attitudes & Interests
S. C. Webb
1967; distributed by Educational Testing Service.
230 items reflecting activities related to the performance of various duties of clergy and church vocations. Taker responds in a 5 point "degree of interest" scale.
Intended for high school, college, and seminarians. Reading level and usual time not given.
Answer sheets for machine or hand scoring. Yields scores on 10 church vocation scales (e.g., Spiritual Guide, Reformer, Priest) in terms of percentiles from norm groups based on high school and college students, college students, seminarians and employed men and women. Check scale for incorrect or careless responding also scored. Some explanatory material accompanies profile.

Kuder General Interest Survey (Form E)
G. F. Kuder
Published 1964 by Science Research Associates.
168 triads of activities; taker marks most and least preferred in each alternative. Intended for junior high and high school; administration time probably less than an hour.
Self or machine scored; yields scores on 10 "type of interest" scales and one validation score. Separate percentile norms for male and female. Explanatory material with profile.

Kuder Occupational Interest Survey (Form DD)
G. F. Kuder
1966, Science Research Associates.
100 triads of activity (non-occupational) interests, to which taker responds with most and least preferred.
Age 16 to adults, male and female. Administration time 30 minutes, readability level Grade 6.
Computer scored. Yields "lambda" scores in profile and rank order form for 79 occupations and 29 college majors for men, 56 occupations and 25 college majors for women, (Either may be scored on all scales) 8 experimental scales and one validating scale. Interpretive leaflet accompanies.

Kuder Preference Record (Form C)

G. F. Kuder

Last revision 1962. Published by Science Research Associates.

Items reflecting activity interests arranged in triads. Taker responds most and least preferred in each triad.

Intended for high school and older persons. Reading level approximately grade 8, 30 - 40 minutes to complete.

Hand or machine scorable.

Yields percentile scores on 10 type-of-interest scales (e.g. outdoor, art, clerical) and 1 validity index in a profile with some interpretive material. Separate norms for males and females and high schoolers and adults.

Minnesota Vocational Interest Inventory

K. E. Clark & D. P. Campbell

Published 1965 by Psychological Corporation.

158 triads reflecting various work oriented activities, to which taker responds with most and least liked.

For males only, non-college oriented, readability approximately Grade 9, 45 minutes to administer.

Hand or machine scorable. Yields 9 type of interest scales (e.g., Food Service, Office Work, Outdoor, etc.) in T-score form, plus 21 occupational scales (e.g., Baker, Stock Clerk, Electrician, etc.) in T-score form, all on a profile with some self interpretive material.

Minnesota Importance Questionnaire

D. Weiss and others.

Issued 1966 by Vocational Psychology Research, University of Minnesota.

190 pair comparison and 20 absolute judgment items reflecting vocational needs or satisfiers.

No lower level stated, probably high school, but especially useful with adults. Readability level Grade 6; 30 minutes to take.

Computer scored. Yields 20 value orientation raw scores, and one validating score. Profile of value scores used to compute similarity indexes with profiles needed for more than 100 separate occupations, and likelihood of job satisfaction given for each. Similarity indexes also given for each of 9 clusters of the occupations. No interpretation aid for clients.

Occupational Interest Inventory

E. A. Lee & L. P. Thorpe

1956, California Test Bureau.

240 paired items reflecting occupational activities at each of three levels, thus factoring out status level, plus 30 triads, each conceiving one field but varying in level.

Intended for grade 9 to adult, 30 - 40 minutes.

Yields scores in profile form for: 1. 6 Fields of Interest (e.g., Personal-Social, Business, Arts, etc.); 2. 3 Types of Interests (e.g., Verbal, Manipulative, & Computational) and Level of Interests. Scores are profiled in percentile or T-score form; norms available for males or females. No interpretation aids.

Occupational Preference Inventory (Form R)

P. P. & R. T. Brainerd

1956, The Psychological Corporation.

120 items describing activity and occupational interests; respondents indicate like-dislike in a 5 point scale. Last 20 items different for boys and girls.

Students in grades 8 - 12. Adults with limited educational backgrounds. Reading level described as low.

Hand and machine scorable. Yields percentile scores normed on high school boys and girls separately. Six scales: Commercial, Mechanical, Professional, Esthetic, Scientific, & Agricultural; Personal Service substituted for Agriculture for girls. No profile or self-interpretive material.

Ohio Vocational Interest Survey

A. G. D'Costa, D. W. Winefordner, J. G. Odgers, & P. B. Koons

Published 1969 by Harcourt Brace & Jovanovich.

280 items, some scored only for males; some only for females, reflecting job activities related to the data-people-things trichotomy of The Department of Labor. Taker responds in terms of a 5-point like, indifferent, dislike scale.

Intended for grades 8 through 12, readability level = grade 8, time required less than 1 hour.

Computer scored only. Yields scores on 24 type-of-interest scales keyed to each of 3 levels of the data-people-things (e.g., Numerical, Sales Representative, Machine Work). Scales are presented on profile in rank order by raw score, with stanine and percentile scores from national or local norm groups by grade level and sex. Every scale also has a "clarity index" reflecting the variability in responses to all items in a given scale.

Ohio Work Values Inventory

B. J. Fenner & L. W. Hales

Published 1973 by the senior author, at Athens, Ohio.

77 items, each designed to have a logical relationship to only one of 11 work value orientations. Taker responds on a five-point scale varying from not much to very much to the stem "How much would you like to have a job that..." followed by the items.

Appropriate as low as fourth grade upward to adults who are poor readers. Reading level = 2.8.

Hand scorable only by inventory taker or other. Yields raw score profile of 11 value orientations (e.g., Altruism, Security, Prestige...). Separate norms available for boys and girls, grades 4 through 8.

Picture Interest Inventory

K. P. Weingarten

Copyright 1958, published by California Test Bureau.

53 items consisting of 3 drawings of a man performing occupational activities (e.g., cutting hair, carrying wheat, looking through a microscope, etc.) which the inventory-taker responds most and least liked. Part II consists of 30 pictures from Part I to which the taker responds like, indifferent, or dislike.

For grade 7 and up males only. No reading required; usual time 30 - 40 minutes.

Hand or machine scorable. Yields percentile scores in 6 fields of interest (similar to the Lee-Thorpe OII) and 3 supplementary scales, verbal, computational, and time perspective. Norm group includes grade 7 to college student males only. Profile; no interpretive material.

The Self Directed Search

John L. Holland

Published 1970 by Consulting Psychologist Press.

228 items in five subinventories all organized in terms of Holland's 6 types. The subinventories include competencies, self-estimates (twice) activity interests (11 items each scale) and occupational interests (14 items each scale). Responses to interest portion are like or dislike.

Appropriate for age 15 and older. (Form E is in development for age 12 and older.) 40 - 60 minutes required for administration.

Hand scored only. Competencies and interests are combined to yield a summary code, which consists of the three highest raw scores in rank order. Supplementary manual gives occupations appropriate to all possible combinations of 3 letter codes. This procedure is nearest to norms: identification of codes and occupations done by a rational process.

Strong-Campbell Interest Inventory (Form T325)

David P. Campbell

To be published by Stanford University Press.

325 items concerning activities, occupations, school subjects and people. responded to with like, indifferent, or dislike or (for 30 items) preference.

Appropriate for both men and women, age 16 and older. Requires 30 - 40 minutes. (Gender has been eliminated from all items.)

Computer scored. Yields T-scores on 6 Holland typology scales, 28 type-of-interest scales, 124 occupational scales, and several special indices. Holland and type-of-interest scales normed to appropriate sex group. Most occupational scales composed of members of 1 sex (male farmers, female fashion models, but male and female dentists separately). Inventory-taker's scores reported on all occupational scales irrespective of gender. Profile and interpretive aids not yet available.

Strong Vocational Interest Blank - Men (Form T399)

E. K. Strong, Jr.

Published 1966 by Stanford University Press.

399 items mainly occupations, school subjects, recreational activities, (some same as women's form) and similar: taker responds like, indifferent, dislike.

Age 16 and older; 30 - 45 minutes to administer.

Computer scored only; several sources. Yields T-scores on 22 type-of-interest scales, 54 occupational scales clustered into 11 groups, 8 non-occupational scales, and 6 administrative indexes. Norms for men only in profile form. Some explanatory material. Narrative, interpretive report available from one scoring service.

Strong Vocational Interest Blank - Women (Form TW398)

E. K. Strong, Jr.

Published 1969 by Stanford University Press.

398 items, mainly occupations, school subjects, recreational activities, etc. (some same as men's form); taker responds like, indifferent, dislike.

Age 16 and older; requires 30 - 45 minutes to complete.

Computer scored only: several sources. Yields T-scores for 19 type-of-interest scales, 58 occupational scales clustered in 11 groups, 4 non-occupational scales, and 6 administrative indexes. Norms for women only. Some explanatory material. Narrative, interpretive report available from one scoring service.

Vocational Preference Inventory

J. L. Holland

1965, Consulting Psychologists Press.

160 items consisting exclusively of occupations. Taker responds yes, no, or leaves blank to express interest or appeal of each occupation.

Intended for high school and college students, and employed adults, of at least normal intelligence. Administration time 15 - 30 minutes.

Hand scorable by the inventory taker or other. Yields scores on 6 scales relating to Holland's vocational personality types in percentile form for college males and females. Also scored for 5 empirical scales: self-control, masculinity, status, infrequency, and status. All appear on profile. No interpretive aids accompany.

Work Values Inventory

Donald E. Super

Published 1970 by Houghton-Mifflin Co.

45 items (3 per scale) reflecting value statements relating to work satisfiers and dissatisfiers. Responses are 5-point preferences scales.

Intended for junior high and older. 10 - 15 minutes to administer, readability at grade 7.

Hand or computer scored.

Yields work value scores in percentile form for 15 scales (e.g., Independence, Variety, Supervisory Relations, etc.) Norms available for males and females, Grades 7-12. System reports only; no profiles, no interpretive material.

An Overview of Survey Findings

Introduction

The purpose of the survey was to obtain information regarding the use of career interest inventories in schools and related agencies. Because changes are always being undertaken, many of the facts contained in this report may be inaccurate in a matter of months. This survey should be viewed as a profile of the state of interest inventory use during the early part of 1974.

Survey Procedures

The information reported here was gathered by the use of telephone interviews. The names and addresses of city/county directors of guidance and research specialists were identified for approximately 160 public school systems, 65 private and parochial schools, and 75 counseling agencies.

Telephone calls were made to determine the appropriateness of the identified individuals and to solicit specific information required in the survey. There was a reluctance on the part of some individuals to respond to specific questions regarding the school testing program and others had some difficulty presenting specific data (e.g., student enrollments) which was requested. In many instances, followup calls were made to gather data that required additional study at the local level.

Summary of Findings

This section summarizes data on testing programs in 143 city/county school systems that were operating in 34 states during 1974. All schools are included in the first three hundred schools in a population study completed by the U.S. Office of Education.

The study also includes information collected on 52 private and parochial schools and 47 independent counseling agencies. These institutions and agencies were selected from lists of members of the American Personnel and Guidance Association.

The summary which follows is arranged by the major areas covered in the telephone interviews. Many of the report areas are broken down to indicate the difference between public school systems and the private/parochial schools and the independent counseling agencies. A copy of the survey questions may be found at the end of the report.

Required Administration of Interest Inventories

The survey indicates that interest inventories are not part of the required tests in most local guidance programs. Only eighteen school systems or 12% indicated that interest inventories are administered to all students at some grade level. Most respondents indicated that this was change from a decade ago when greater emphasis was placed on testing and a time when funds (state and federal) were available for purchase of tests, scoring, etc. A number of schools indicated that they had abandoned the widespread administration of interest inventories because of the lengthy time required for the interpretation of results to students.

This noticeable absence of interest inventories in city/county testing plans is supported by a recent survey[1] of state testing plans by the Educational Resources Information Center, Clearinghouse on Tests, Measurement and Evaluation which found interest inventories in only four state plans in a survey in which 33 states took part.

Numerous officials indicated the selected use of inventories as a part of specific programs involving new career education elements which are being introduced into the curriculum. It appears that interest inventories are now administered in a more purposeful manner and are not given on a regular basis to all students at a particular age or grade level. In addition, it is evident that many systems are studying the use of these instruments as a result of recent charges of sex bias and cultural differences that may be contained in these inventories.

The information from private/parochial schools is similar in that four schools (7%) indicated system wide administration. The counseling agency figures indicate that centers engaging in career or vocational counseling are very prone to use career interest inventories since the specific nature of the counseling relationship may be directly related to career counseling. Thirty eight agencies (80%) indicated that inventories were used in career counseling and respondents pointed out that their clients were generally in the late adolescence, young adult, and adult groups.

Popularity of Interest Inventories

Nearly two thirds (64%) of the school systems responding to the questions indicate the multiple use of a variety of instruments in their testing programs. In terms of popularity, the following figures reflect the number of schools which identified each instrument as available for use:

Interest Inventory	Number of Schools
Kuder General Interest Survey Kuder Occupational Interest Survey >	105
Ohio Vocational Interest Survey	53
Minnesota Vocational Interest Inventory	49
Strong Vocational Interest Blank-Men	31
Strong Vocational Interest Blank-Women	28
Minnesota Importance Questionnaire	21
Work Values Inventory	15
Self Directed Search	10
Other	15

The larger school systems reported the availability of a greater variety of inventories and the option of adoption and use is usually left up to the counselors and teachers in the particular schools within the system. Among the newer instruments, the Ohio Vocational Interest Survey (OVIS) and the Self Directed Search (SDS) were mentioned most frequently as being studied for possible use along with the more established inventories.

Directly related to the popularity and use of these instruments and possibly a product of the career education movement is the presence of a number of survey comments regarding the use of locally developed (teacher made and counselor made) interest inventories and occupational checklists. The time and cost involved in the purchase, administration, scoring and interpretation of commercially produced instruments and their lack of specific applicability to local programs may be a determining factor in this movement toward locally developed instruments. The impression is made that these self-made devices for measuring non-cognitive areas are short, easy to administer and directly tied to specific career education programs. They are being developed by counselors, teachers and curriculum specialists directly involved in career education programs.

The popularity of specific interest inventories in private/parochial school systems and counseling agencies parallels that of public schools with the exception that fewer schools and agencies have a variety of instruments from which to select and evidence of experimentation with newer instruments is not as extensive as with the public schools. Counseling agencies expressed satisfaction with continued use of a particular instrument with occasional changes when new revisions are released.

It may be important to note the observation that a number of schools

expressed growing interest in cooperating with the military services in respect to interest measurement. This current or future use of interest inventories provided by the military may require additional study since materials available on a complimentary basis with assistance in scoring and administration could have a tremendous impact on the volume of interest testing which is conducted in the schools.

Composition of Student Population

The limitations of a telephone survey were evident in attempts to gather specific information regarding the composition of the student population in each of the system and agencies. The majority of the individuals who participated in this survey were guidance supervisors who did not possess the knowledge of statistical information which was requested. The information that was collected was questionable since it represented the best estimates of the individuals being questioned.

Relationship to Instruments Used in the Past

Requests for information about interest inventories used in the past also posed considerable difficulty for those answering the questions. Many new personnel and others claiming lack of knowledge regarding earlier policies and practices made the information that was collected most suspect.

References

[1] State Testing Programs 1973 Revision, Educational Resources Information Center, Clearinghouse on Tests, Measurement and Evaluation and Office of Field Surveys, Educational Testing Service, Princeton, New Yersey, 1973.

Survey Questions

1. List the interest inventories (by title) that are currently used in your school system? Indicate grade or level.

2. List the interest inventories (by title) that were used in your school system in 1969? Indicate grade or level.

3. Are interest inventories required of all students in your school system? Indicate grade or level.

4. What is the current composition of the student population of your school? Indicate sex, racial identity and grade level breakdown.

Note: The questions were modified for use with counseling agencies